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ABSTRACT

A qualitative study of Head Start teachers sought to discover their perception of the impact of their life experience upon their professional pedagogy. The study focused on long-term Head Start teachers (16 to 28 years) who began their association with the program as parents and lived and worked in the classroom. Lessons learned about the methodology of data collection and analysis, ethical issues, and research challenges are described. The researcher was the primary instrument for data collection and analysis, and the qualitative approach was a life history interviewing methodology that called for building a rapport with participants. Data were collected through interviews, observations, documents, oral notes, and the researcher's reflective journal. Particular problems were experienced in the selection and use of software and the overwhelming quantity of data to be analyzed. Ethical problems concerned the disclosure of preliminary findings to participants and the balance between not misrepresenting their stories yet delving deeply into what they had said. Five appendixes contain interview flowcharts, an interview protocol, the concept flowchart for the study, a summary of research questions, and a cross-case analysis grid. (Contains 21 references.) (SLD)

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Qualitative Life History Interview Methodology With Computer Assisted Analysis: Lessons Learned from the Study

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Creating a Shared Agenda

For Researchers, Practitioners, and Policy Makers

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Synopsis of Poster Presentation from Proceedings Book:

Historically, research in which Head Start teacher voices are heard discussing their pedagogical rationale is rare. Studies found include information on the CDA process, participation in social change, the impact of Head Start, and teacher values. Few ask Head Start teachers to explicate their life stories or to draw connections between their professional pedagogy and their lived experience. During recent years there has been an increase in attention toward teachers as sources of insight about teaching. It has been said that the kind of teacher one becomes reflects the kind of life one has led. Life history methodologies are useful in accessing conscious and tacit knowledge. Working together to recreate the past and draw conclusions about the influences on teaching practice matches the collaborative spirit of Head Start.

This poster presentation on methodological techniques was based upon a qualitative study of Head Start teachers, which sought to discover their perception of the impact of their life experience (personal, professional, educational, general) upon their professional pedagogy. The study focused on long-term Head Start teachers (16 to 28 years), who began their association with the program as parents and lived and worked in the heart of Head Start--the classroom. Intent of the study was to pay tribute through documentation to the long-term, devoted, grassroots, Head Start teachers upon which the program was built. Lessons learned about methodological data collection and analysis techniques, ethical issues, and challenges were explicated.

The researcher was the primary instrument for data collection and analysis. The tools of her qualitative work assisted in the processes, but NO software does this work for the researcher. Data collection included: interviews, observations, documents, oral notes, and the researcher's reflective journal. Data analysis included: computer assistance (The Ethnograph v4.0 and v5.0), voice activated transcription (Dragon Systems NaturallySpeaking), constant comparative analysis, portrait construction, and cross-case comparison.

Brief discussions of problematic areas included "crossing the DOS to Windows bridge", the "overwhelming-ness" of the quantity of data to be analyzed, and deciding to use a Beta version of software.

Ethical decisions included disclosure of preliminary findings to participants and the dance between not misrepresenting their story yet delving deeply into what they had said.

Enlightenment occurred at moments when the researcher discovered the difference key words in a question made and when new software programs became unambiguous.

Support provided included a semi-structured process for approaching data analysis, manageability of voluminous data, ease in categorizing and manipulating data, ease in sharing information, and the opportunity to compose in the style most comfortable for the researcher—namely, orally.

This presentation described qualitative methodologies that the researcher found beneficial in the interpretative analysis of narrative, contextual data in search of grounded theory on the perceptions female Head Start teachers had about the influence of their life experience upon their professional pedagogy. It appears that additional qualitative research, in which Head Start teachers or other stakeholders are given the opportunity to be heard, could benefit and enhance the literature surrounding this program.

Introduction

This presentation is based on the methodological techniques utilized for data collection and analysis in the study entitled Female Head Start Teachers Perceptions of the Influence of their Life Experience Upon their Professional Pedagogy.

Qualitative Methodology

--In depth rather than breath. Story/narrative rather than "number crunching."
--Peshkin believes that we would benefit from "stories" of teachers as participants in the educational enterprise.
--Lubeck discovered that the practices of the teachers in her study reflected their own socialization, yet Lortie had found that teachers teach as they themselves have been taught.
--Schubert has noticed an increase in attention to teachers as sources of information about teaching.
--Teaching is a contextual enterprise and we need to understand more about what that means in the Head Start setting. One way to do this is through interviewing Head Start teachers who are at the center of the Head Start program. The qualitative method of life history interviewing is the way I chose to do this.
--Positioning teachers at the heart of education is not a new, remarkable observation, but it is mostly ignored.

Rapport with Participants

--A relationship with participants was built slowly. We did start on the common ground that we all believed that Head Start teacher voice needed to be heard.
--One participant responded with less eye contact that I am accustomed to, at first it felt uncomfortable, later I realized it was, "her way" of relating.
--Another participant seemed to function very differently from me. At first I found myself feeling negative about her. Later I learned to accept who she was and celebrate the difference because diversity can enhance the findings of a qualitative study.
--The participants I felt the strongest connection with were the two closest to me in age. I believe the length and depth of our conversations reflected that bond.
--I was very fortunate to have these women in my study, therefore during the participant recruitment stage I was also looking for ways to express that gratitude. I wrote to several companies who conducted business with Head Start programs, explained my study, and requested complimentary gifts for the participants. I received nice items from five companies. One was given at the end of each interview. For the last interview I gave each woman a flower.

Life History Interviewing

--Primary data source
--Process

See Interview and Observation Flowchart and Interview Spiral Figure with accompanying explanation in Appendix A

--Techniques and Tips

- Focus: Stick to your research questions! (Superior words of wisdom from Beth Blue Swadener) I have tons of wonderful data that I don't really need for this study, but I've had to wade through all of it for coding/data analysis
- Organization: (See Interview Three Protocol in Appendix B)
- Taping: The best things I did for my peace of mind were borrow one tape recorder (designed for interviewing) from our university's audio visual department and buy a good one for myself. I took BOTH to all of my

interviews and taped with both (I used their electric outlets, but had batteries along too). This way I always had the back-up tape recorder already running if one of the machines happened to malfunction (and one did). As a result I also had a second tape for back-up and storage completed right away. This saved me a lot of time and energy in making duplicates later. I explained the process to the participants and they fully understood and had no problem with it. This also allowed me to have a copy of the tape to use when the transcriptionist would be using the other one.

- Wording: I found that when I asked my participants where they had learned to do something they would often say that they hadn't "learned" it because it hadn't occurred in an educational setting. If I said, "Where did you get this from?" or "Where did you pick-this up?" they were more likely to tell me where the technique, etc. came from.
- Use of researcher's life experiences as examples: Sometimes I could share a situation from my past and they would authentically build on it or go in a different direction from their own experiences. Sometimes they would agree with me, but it didn't feel "real", it was as though they were limited by my suggestion and unable to think outside that "box"
- Kinesthetic activities: At times it was helpful to my participants to be asked to write something down and draw some things, e.g., we did lists for "before" and "now", a symbolic/pictoral time line, and a concept map (suggested by Mary Louise Holly)
- Metaphors: one of the most fun and telling queries was when I asked them to name the animal they were most like in their work and the similarities they saw (suggested by Charlene Newman).

Classroom Observations

--Intended to be a secondary data source, but due to the unusually stressful situations of several of the observations the researcher changed their emphasis. Observations were used to assist in creating interview questions that were directly tied to the participants work.

Documents and Artifacts

--These tertiary items were very helpful in eliciting information from participants about what was important to them in both their personal and their professional lives. They especially enjoyed my specific request to see their CDA Portfolios. All were very proud of this work. Even though it had been many years since many of them had completed the document, they still believed most of what they had stated "way back then."

Constant Comparative Analysis

--Throughout data collection I was searching for emerging themes, patterns, and silences. This information was used to formulate new questions for subsequent interviews and to create coding schemes.

Researcher's Reflective Journal

--During data collection much of this was done orally into a tape recorder that was plugged into my automobile's lighter receptacle while I was in route home after interviews and observations. I later transcribed the "notes" flushing out my fledging thoughts and adding new ideas.
--During data collection I also recorded my observations and sensations as I entered the neighborhood where their program was housed and later as I entered the area where they lived.
--During data analysis I would have benefited from more regular journal entries regarding my thoughts, hunches, findings, and musings. I now own zillions of sticky notes and scraps of paper with incomplete thoughts. Some are beneficial, others are essentially meaningless.

--As my co-advisors are 900 miles away I find that my e-mails to them with my questions and/or recent progress often are, in reality, reflective journal entries. I either save them on a disk and add them to the file or print out a hard copy and then add it to the journal notebook at home.
--The journal is meant "for your eyes only" unless you choose to share it with others. I found it beneficial to occasionally process personal life events in the research journal. I was amazed to find some unique life experience connections to my work, e.g., shortly after my mother passed away I allowed myself to process some of the grief I was feeling in the journal. I could then see how my mom was similar to the teachers in the study and how she too would have benefited from the Head Start program if it had been made more widely available sooner. I will now be dedicating this work to her. I don't know if I would have felt as strong an emotional connection if I had not given myself permission to journal in this manner.

Data Handling and Storage
--I created a simplified file naming system—a necessity when operating in DOS and only being able to have eight characters. I find it to still be very useful. Although Windows allows much longer file names, often you only see the first few characters. Simply, I used the first three letters of the participants name, then a three letter abbreviation for interview or observation, and lastly two numbers to identify which it was in the series, e.g., ANNOBS02 would be Ann's second observation and TERIVW05 would be Terry's fifth interview.
--I utilized a transcriptionist for five of the six interviews on each of the four participants. I've also had her enter the codes into The Ethnograph program after I have hand coded the numbered transcript (Sample on display).
--The transcriptionist has also kept copies of all the files she's worked on. I keep one set of my files on disk at home and one set in the office at work. I also have hard copies of most files in the office and at home. Sometimes disks and/or hard copies are temporarily stored in my car.

Coding Techniques and Hints
--This has been one of the most time consuming tasks of this work. Because of the constant comparative technique utilized, in the process of coding several files (interviews or observations) I often would discover a new theme that needed to be identified in the previously coded data. Being a perfectionist is NOT helpful during this lengthy stage.

The Ethnograph v5.0
--Superb Windows data management system (conference display has a few sample reports)
--I began with The Ethnograph v4.0, the DOS version and only recently made the switch to v5.0 (Beta version)
--The program has many wonderful features and capabilities. Due to the multiplistic nature of the data and the ability of my some participants to discuss several topics simultaneously I found it necessary to utilize many codes in certain sections. I've asked John Siedel to increase the number of coded segments allowed per line (currently 7—which really is quite a lot cause you can double code).
--In addition to coding, this program allows you to search for single and multi-coded segments, to find information in specified proximity to other information, and much more!
--I found it useful to print out the report that lists all of the codes I've entered to refresh my memory about what I already had out there, to make corrections to codes that were spelled wrong, and to consolidate some codes.
--Now available through Sage/Scolari Publications, 805/499-1325 or www.scolari.com .

Portrait Construction Process
--I first reread all interviews on a participant
--Then I created an outline for the participant in Word 97, some headings were constant across participants, while others were unique to each
--I reorganized the collected data into themes of influences by highlighting relevant passages in Ethnograph (its search procedures can greatly assist in this task). Next I used the edit menu to copy and then paste them in the appropriate section of the Word 97 outline. This was/is time consuming, but much less so than retyping everything.
--I created entry paragraphs for all the interview data I'd selected. I did this as I transferred the data into the document. I had the context of the question I'd asked plus the context of her response available for easy reference.
--I am building upon the concept maps each participant drew to create a combination concept map/flowchart illustrating the relationships between their influences they perceived (see appendix C)

Eliciting Researcher's Tacit Knowledge
--I really enjoy talking about my work, so I've had one of my colleagues interview me on the highlights of the participant after I'd completed the initial organized compilation of data. I did this before I would move on to another's data files. I developed these interview questions, based upon my original research questions (see appendix D).
--I am attempting to use continuous speech recognition software to have immediate transcripts available (see below). However I also tape record these our conversations to have them transcribed.

Continuous Speech Recognition: Dragon Systems NaturallySpeaking, Preferred Edition, v. 3.0
--Needs to be trained and takes several hours/sittings to become accustomed to it.
--Works well with clearly dictated speech.
--I speak rather quickly and the program's capability to accurately recognize my normal speech is limited. I may need a higher quality microphone.
--This genre of computer programs has much potential to enhance qualitative research. This particular software package is capable of holding an infinite number of voice files (depends on the memory available), can play back recent entries in your own voice, and can read files in a synthetic voice.
--Available through PC Connections 800/800-5555.

Cross-Case Comparison
--Although this process seemed to be something I would do at the end, all of my work has led me to already be quite knowledgeable about the similarities and differences among and between the participants.
--The process has been eased with the construction of a grid (suggested by Beth Blue Swadener) based upon my research questions, emergent themes, and special findings. (See appendix E for template of grid)

"Crossing the DOS to Windows Bridge"
--Just do it! Trying to work in both environments caused my system to freeze and/or go down more times than I can say. No one seemed to be able to help (or wanted to?). We're "expected" to move into a Windows environment and, at this time at least, you will find support if you do.

"I'm just OVERWHELMED!"
--I have over 4 inches of hard copy data on each participant not counting all the various versions of their files. I also have scads of drafts of various chapters, related presentations, and various versions of a co-authored book

chapter partially based on the dissertation. Management of the voluminous data is greatly helped by utilizing The Ethnograph.
--Feeling secure was eased by the purchase of a zip drive and zip disks. I understand tape back up systems work very well too. (Also see Data Storage)

Ethical Issues Faced
--What would you do if…? One of my participants shared that she was told her pay was among the top wages for Head Start teachers. Then I learned that she was clearly the lowest paid in the study. Personally I was shocked (really I was outraged) at this discovery. I planned to inform her at the end of the study, but the publication of the co-authored chapter was close at hand. I had promised all participants they would have an opportunity to see what I planned to share with the public about their stories, so before the interviews were completed she had a chance to read it. She was disappointed.
--Another participant had a very trying day during one observation and upon reading the transcript recognized that she said made some inappropriate comments to the children. She removed a few of these words. My consent form allowed for the removal of data at their request. Is she still accurately portrayed? In my view, yes. But I need to explain this in my data analysis.

Conclusion: Related projects
--I have found it very beneficial (and fun) to get involved in other writings and presentations based on this study. I've presented on my methodological procedures and also on the use of biography in teacher education, I co-authored a chapter, and now I've finished my first poster presentation. Although these experiences have taken me away from some of the analysis and writing I need to complete, they have also opened my eyes to new ways of looking at my data. I'm a person who needs to maintain balance in my life and choosing to view my study from the different perspectives has allowed me to find some balance in my research work.

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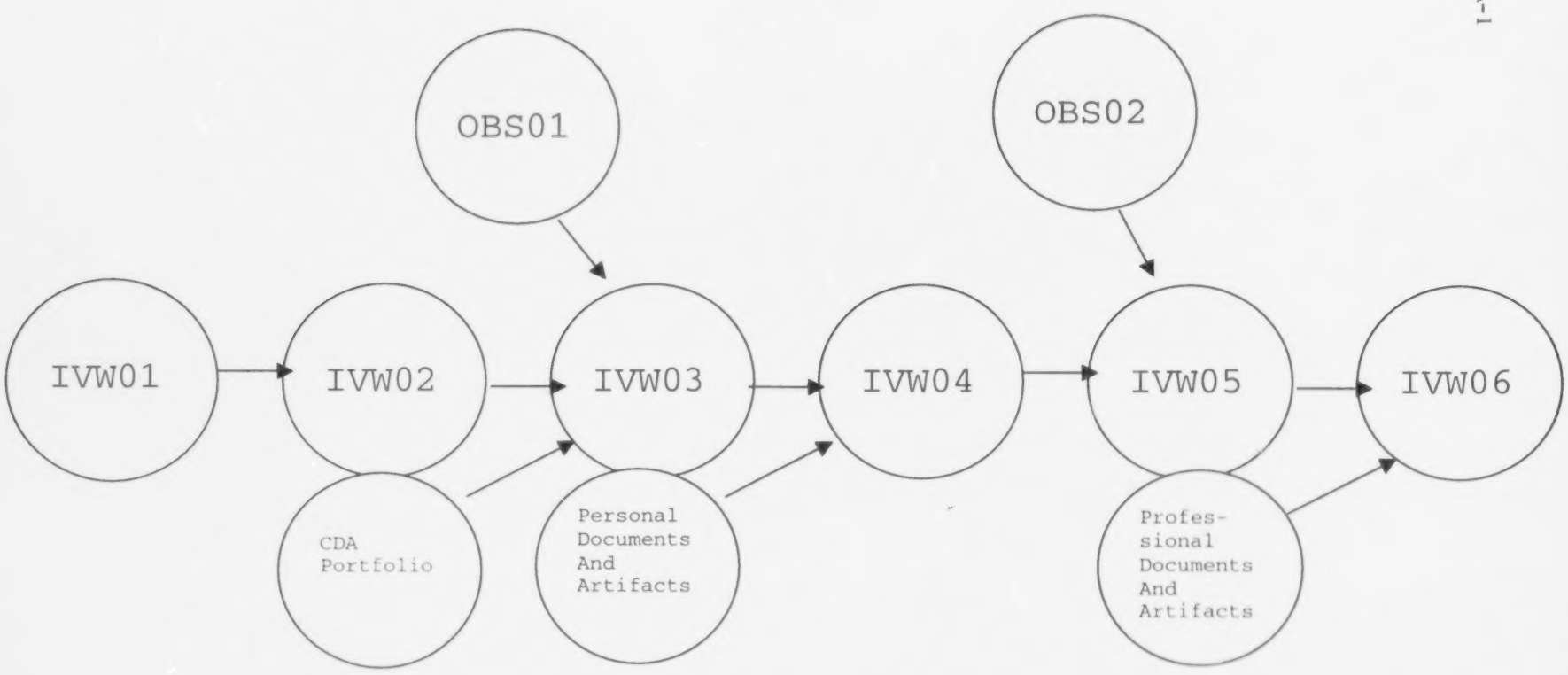
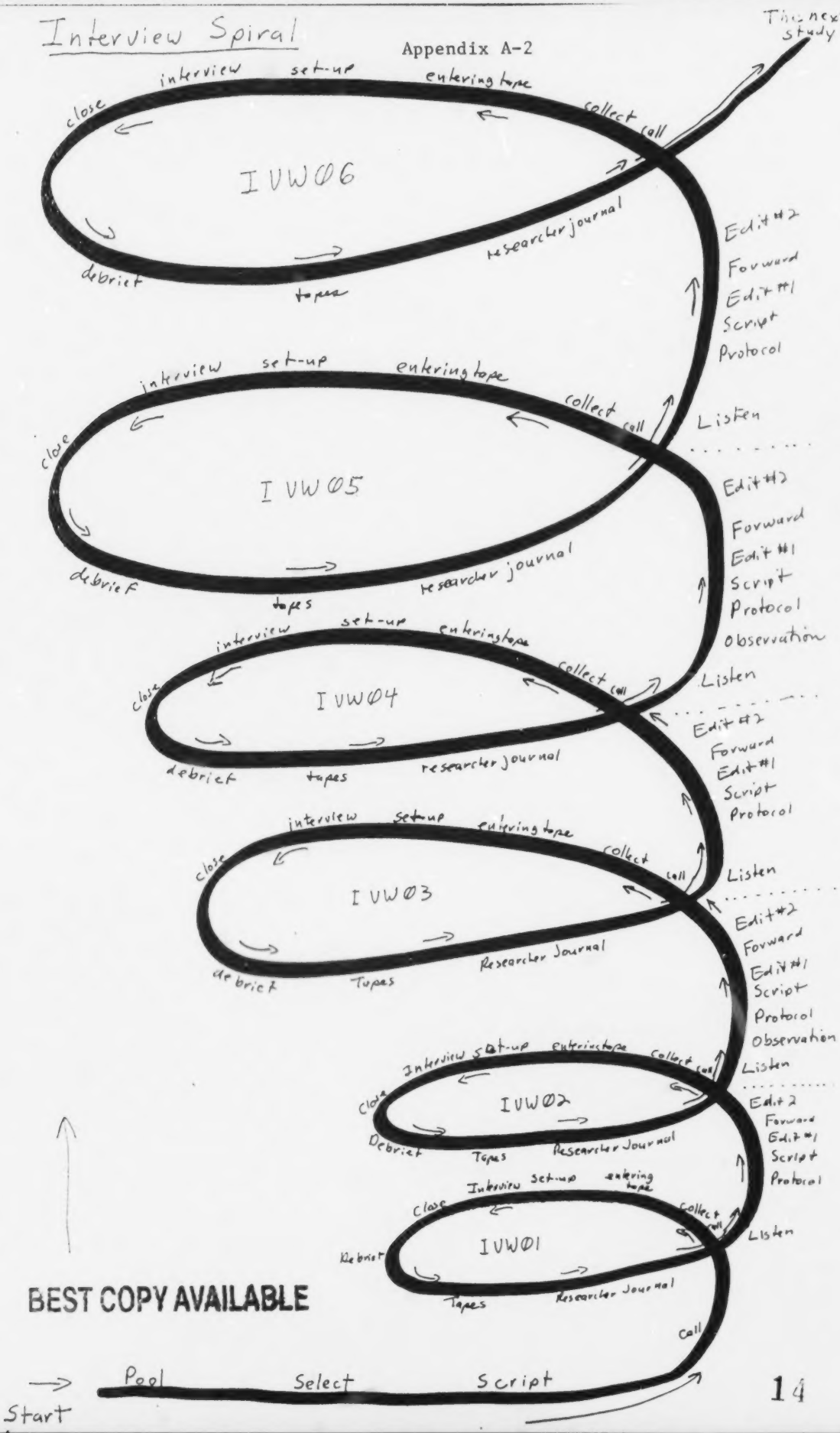
Appendices

Interview and Observation Sequence Flowchart



Interview Spiral

Appendix A-2



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Appendix A-3

Explanation of Interview Spiral Figure

Pool: Create a pool of interview questions directly related to the research questions.
Select: Select questions from the pool of questions for the interview.
Script: Create a script for the telephone call to set-up the interview.
Call: Call and set-up the interview.
Collect: Gather all materials needed, test both tape recorders.
Entering tape: Tape-record yourself in the car while driving into the neighborhood, especially for the first center visit and the first home visit. Also include any special reminders for yourself.
Set-up: Locate room, set up both tape recorders, ready yourself for the interview.
Interview: Conduct the interview
Close: Close the interview, punch out "no erase" tabs on the tapes, thank the participant, and give her one of the donated gifts.
Debrief: Tape-record yourself while in the car on the way back home. Debrief the interview just completed. Include and special reminders for yourself.
Tapes: Check all tapes and send the best ones to the transcriptionist.
Researcher Journal: Type up tapes recorded in the car ASAP and enter the notes into the researcher journal.
Listen: Listen to the interview tapes and note:
--Unanswered questions that you need to go back to,
--Emerging themes to ask the other participants about, and
--Areas that were vague or interesting to learn more about/to get more of the story.
Observation (?): If an observation has occurred since the last interview read the field notes and indicate
--Areas needing more explanation and
--Techniques or curriculum utilized that you can ask source/influence questions about.
Protocol: Create protocol for the next interview utilizing
--Pool of initially generated questions,
--Emerging themes to ask all participants,
--Emerging themes to ask those who hadn't initiated discussion in that area,
--Individualized questions that grew out of their responses to questions in the most recent interview,
--Individualized questions pertaining to the most recent observation, if applicable, and
--Individualized questions regarding the artifacts and documents they shared.
Script: Create script for next interview (and telephone call to set it up), remember to request appropriate documents and artifacts, if applicable.
Edit #1: By this time the last transcript(s) might be ready. Listen to the entire tape again while reading along in the transcript making any necessary editing changes (additions, corrections, deletions, and, most importantly changing real names to pseudonyms)
Forward: Forward a copy of the revised transcript to the participant for member check (they are allowed to make changes per consent form).
Edit #2: When the transcript is returned make the changes indicated by the participant(s).

Interview Three Protocol

BEFORE INTERVIEW CALL THEM:

Did you get last transcript?
Did you get the field notes from my most recent observation?
Set up the interview
Ask participants to remember to bring in personal artifacts.
Ask participants to (Bonnie--remember CDA portfolio).

AT INTERVIEW:

Have participant sign Audio Consent Form for this interview. Put it away.
Start tape players and state date, time, location, pseudonym of participant.

1. How did you feel about the observation? How did you feel about my participation and/or non-participation?

2. Did you get a chance to read over the field notes from the observation? the transcript from our last interview? Are there any things you'd like to add by putting them on this tape?

ASK MY QUESTIONS THAT ARE DIRECT FOLLOW-UPS TO ONLY THEIR FIELD NOTES

TAKE THEIR APPROVED COPY OF THE LAST FIELD NOTES AT THIS TIME AND PUT WITH MY STUFF

3. Was the day I observed a "typical" day for you? In what ways was it so? In what ways was it not? (people--both number and who was there, activities/curriculum, schedule)

4. Tell me about your room arrangement. Why do you have the equipment and materials you do in your classroom? How did you go about deciding where to locate things in the room(s)? What other arrangements have worked for you? Where did you learn about arranging environments for children?

5. Please refresh my memory, who developed your daily schedule? Did you have input? Why do you think they chose the sequence and time segment lengths that they did? How closely do you adhere to it? Do you agree with the schedule? Under what circumstances do you deviate? Where did you learn about scheduling activities for children?

6. What is your favorite part of the day? Why? Tell me about it. What is your least favorite part of the day? Why? Tell me about it.

7. Who are the people in your classroom on a regular basis? What are their roles? Who else is allowed in the classroom? What are their roles? Are there any people NOT allowed in your room? Who are they and why not? (adults, children, center and agency staff, parents, site personnel from the church or school where they're located, community, consultants)

ASK MY QUESTIONS THAT ARE DIRECT FOLLOW-UPS TO ONLY THEIR LAST INTERVIEW TRANSCRIPT

TAKE THEIR APPROVED COPY OF THE LAST TRANSCRIPT AT THIS TIME AND PUT WITH MY STUFF

8. What is your opinion of the CDA process the way you experienced it? How does this compare with what you know about the current CDA process?

DO THE QUESTIONS I LEFT WITH THEM AT THE LAST INTERVIEW:

PERSONAL ARTIFACTS: Have participant display artifacts and documents relating to her nonprofessional life, her personal life (documents, photos, pictorials, items, address by name if known). How do these artifacts and documents tell me about you as a person (vs. professional)? Could you tell me any particular stories about any one of these that would give me a more in-depth understanding about who you are as a person? (AT END OF THIS PIECE, ASK PERMISSION AND TAKE PHOTOS OF ITEMS)

Questions to consider regarding documents and artifacts are taken from the works of Connelly and Clandinin (1988) and Merriam (1988).

--How did the participant obtain it? Where did it come from? Who created it?
--Is it authentic? "What was or is the maker's bias?" (Merriam, p. 107)
--What is its meaning to the participant?
  --Do you remember a time when you...
  --Thinking back on when you were a child...
  --When you raised your Head Start child...
--In what ways, if any, are these documents and artifacts or the contents utilized in the teaching of the participants?
--Has the participant added to it or changed it in any ways?
--[Artifacts may be used more as a stimulus for the participant to describe her life experiences than as an additional source of data.]

A. HAVE PARTICIPANT DO ON NCR PAPER. a) What was it like when you first started teaching? What were you concerned about? What were you excited about? [Problems, challenges, curriculum, teaching...] b) What is your teaching like right now? What are you concerned about? What are you excited about? [Problems, challenges, curriculum, teaching...]. Leave carbon and take original.

B. Why do you make changes in your teaching? Try new things? After you've tried something new do you continue to use it? When or under what circumstances?

C. What was the most recent agency-wide change that affected all classroom teachers? How was it implemented by your agency? a) How was the decision made to make this change? b) How were the classroom teachers informed about it? c) Were you encouraged and/or helped to make the change? In what ways? d) Is this typical of how agency wide changes are implemented? Please explain.

D. Do you think the central office for your agency and "Washington" are always right when they prescribe how you should teach or how you should schedule your day or whatever? What do you do when or if you disagree?

E. What do you see as the major problems/concerns/challenges facing Head Start classroom teachers?

9. Is there anything else you would like to add?

Possible follow-ups and probes:

Why? Do you agree? Can you elaborate? Tell me more. Can you give an example? Recently? When you first started? When your HS child first started? Could you restate that? Could you clarify that further? What are some other alternatives? What else can you tell me about your idea? Why do you think that? How can you defend your position?

These pages were supplemented by two pages of follow-up questions specifically created for each participant. One page was related to the second interview; the other was follow-up on the first observation.

Partial list of proposed questions for fourth interview:

A. To help me in best presenting who you are: please describe yourself so a reader of your portrait will be able to picture you in their mind as they learn about you.

B. Why are you interested in being a part of this study?

C. Are there any questions you would like to have me ask? What kinds of information do you want the people who read this dissertation or a related article to know about? What would you like to have happen as the result of this study?

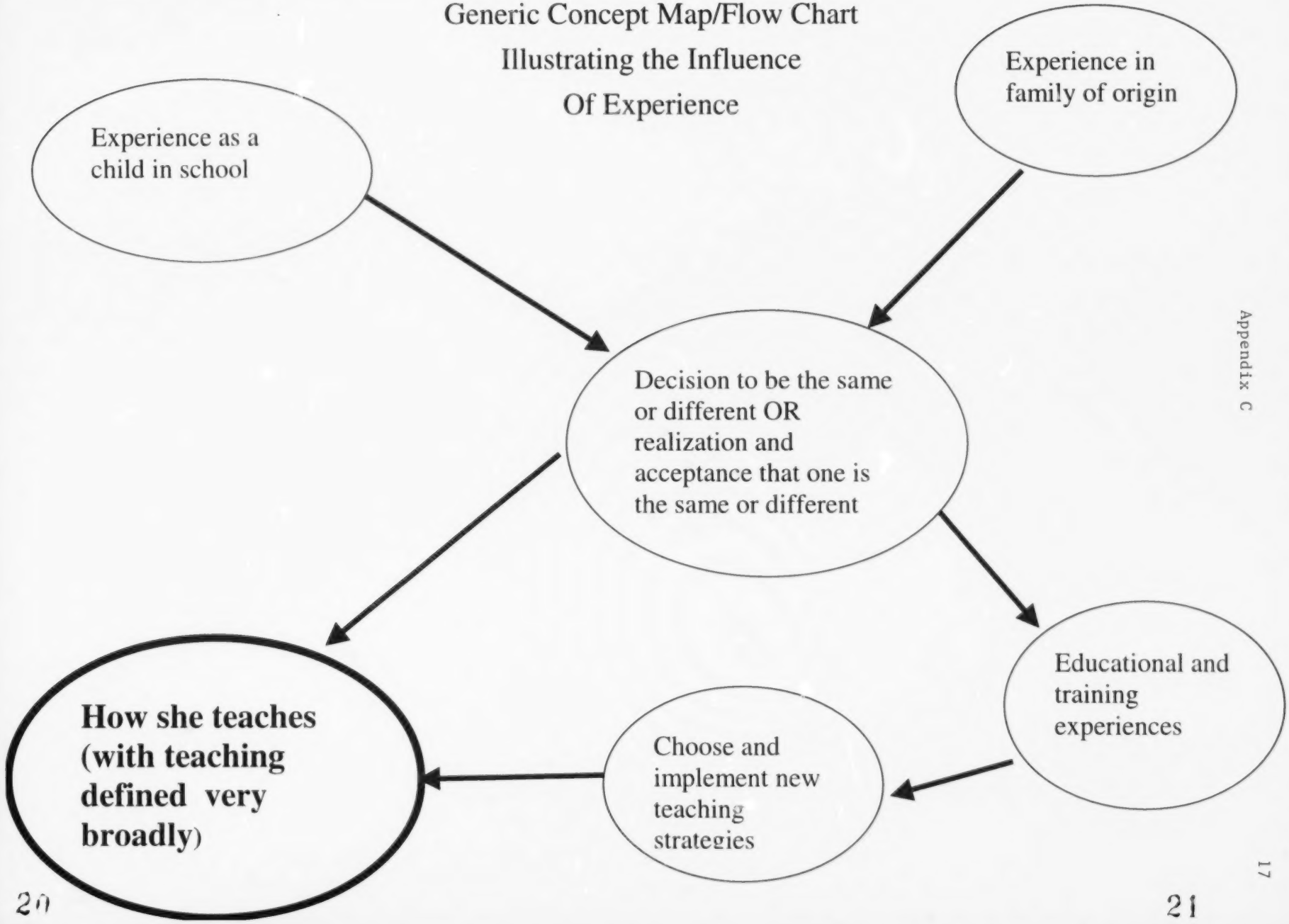
D. Did you ever wonder if HS was the right career choice for you? What triggered that question for you? What happened at that time? What did you do? Were you or your teaching/interactions different afterwards?

E. You work hard at HS partly, as I understand it, to support your family. Is that enough or do you need other income? What is the source of the other income? In what ways do you perceive your financial situation as impacting your teaching?

This page was given to participants to consider for the next interview.

Appendix C

Generic Concept Map/Flow Chart Illustrating the Influence Of Experience


Experience as a child in school
Experience in family of origin
Decision to be the same or different OR realization and acceptance that one is the same or different
Educational and training experiences
Choose and implement new teaching strategies
How she teaches (with teaching defined very broadly)

Appendix C

Appendix D

FEMALE HEAD START TEACHERS PERCEPTIONS OF THE INFLUENCE OF THEIR LIFE EXPERIENCE UPON THEIR PROFESSIONAL PEDAGOGY

This study was guided by the following research questions:

- How do Head Start teachers perceive their teaching in relation to their life experiences?
- How do Head Start teachers construct the way they teach?
- What are their perceptions of the possible links between their past Head Start participation and their practice on their perspectives?
- What has been the influence of other people, forces (gender, socio-economic status, race/ethnicity), and events on the perspective of Head Start teachers?
- In what ways has their perspective of their experience changed? What might have influenced those changes?

SUGGESTED QUESTIONS TO ASK THE RESEARCHER ABOUT HER PARTICIPANTS:

Describe where the participant lives. Her neighborhood. Her home.

Describe where the participant teaches. The neighborhood. The center. Her classroom.

What is the essence of this participant? What is essential for the reader to know? Who is she? What's the first thing that comes to mind? What is the heart of the participant? Be specific. Give examples. Is it something she did? Said? Wrote about?

Hoe does she teach construct/perceive her teaching?

What are the strongest influences on the teaching of this participant? How do you know this?

Why does she change her teaching?

What kinds of connections does the participant see between her past Head Start experience and her teaching?

What are the influences of other people on her teaching? Of events/situations?

In what ways does the participant perceive her teaching to have been influenced by her gender, socio-economic status, or race/ethnicity)?

What is it about this participant that you liked? Give me an example. Why are you pleased about this finding? What is it in your background or in your underlying assumptions that influences your thinking in this area.

What is it about this participant that made you uncomfortable? Give an example. Why does it make you uncomfortable? What is it in your background or in your underlying assumptions that influences your thinking in this area?

Did anything strike you as unusual about the participant? Give an example.

When you think about this participant in her classroom, what image comes to mind?

If this participant were a plant or flower, which one would she be? Why? What would be an example of that? Did you observe something? Did she talk about something?

Can you take this metaphor and create the rest of its environment? Or follow it through all its characteristics and use that to begin a metaphorical description. What are the most significant characteristics of the participant can you match them to a part of the plant/flower or an element in that environment? Help someone understand what you know about this person.

If you are to describe them using a dance or piece of music which one would be and why?

In what ways has her perspective of her experience changed? What might have influences those changes? Why do you think this?

Appendix E

Cross-case Analysis Grid (Work in progress)

The teachers in the study	**Ann**	**Terry**	**Bonnie**	**Devany**
Construct their teaching (broadly defined) as:				
Perceive primary influences on their teaching (broadly defined) to be:				
Perceive secondary influences on their teaching to be:				
Perceive the influence of their past Head Start participation as:				
Perceive the influence of people in their lives:				
Perceive the influence of societal forces:				
Perceive the influence of events in their lives:				
Have changed their perspective on their experience because:				
Are unique and interesting because:				